

Inspection of a good school: Park Community School

Middle Park Way, Leigh Park, Havant, Hampshire PO9 4BU

Inspection dates:

2 and 3 March 2022

Outcome

Park Community School continues to be a good school.

What is it like to attend this school?

The school lives up to its motto of being 'much more than just a school'. Pupils benefit from an exceptional range of opportunities that develop their knowledge and skills. All pupils experience working in a range of industries, including catering and horticulture. The school provides an extensive variety of clubs and activities. For example, the very popular sports ambassador programme provides the opportunity for pupils to work with an Olympic athlete.

Staff want the very best for all pupils. Staff know individual pupils well and work tirelessly to help them overcome any difficulties they face. Pupils particularly appreciate the support they receive from staff in the welfare support and guidance team.

Pupils are reading regularly in school and for pleasure. Weaker readers are becoming more confident because of the support they receive. One pupil's comment that, 'I'm now reading more books because I know more words,' reflects the improvements that many pupils are making in their reading.

Most pupils conduct themselves well. They are polite and friendly. Pupils understand the behaviour systems and say that they work most of the time. Lessons are sometimes interrupted by a minority of pupils, but staff deal quickly with any poor behaviour and bullying.

What does the school do well and what does it need to do better?

Leaders have made sure that the curriculum is interesting and well sequenced. They have carefully considered what pupils should learn and the order in which things are taught. In history, for example, important concepts such as 'revolution' are revisited in several topics so that pupils can remember more. In all subjects the curriculum is enriched by many opportunities for trips and visits from outside organisations.

Most staff have good subject knowledge. Leaders have worked hard to ensure that there are now more specialist staff than there were in the past, particularly in mathematics and science. Staff work together to plan activities that build on what pupils have learned before. They use high-quality resources. These resources help pupils' learning and encourage them to take pride in their work.

Staff are improving the way that they check what pupils know and remember. However, in some cases staff do not present information clearly or check pupils' understanding thoroughly enough. Pupils do not always remember what they have been taught. Pupils are sometimes reluctant to explain their knowledge and ideas in depth.

Pupils with special educational needs and/or disabilities receive good support. Staff know and identify the needs of these pupils well. They are determined to help them keep up with other pupils in their learning.

All pupils study the full national curriculum for three years in key stage 3. At key stage 4, the school provides a broad range of academic and vocational subjects. Pupils have a free choice of options. The number of pupils studying English Baccalaureate subjects in key stage 4 has increased since the previous inspection. This increase has slowed recently, in part because of the COVID-19 pandemic. Leaders have temporarily reduced option choices to provide more time for each subject, to help pupils make up lost learning time.

The school provides highly effective support for those pupils whose behaviour puts them at risk of permanent exclusion. These pupils are making good progress in the school's Inspired Learning provision. They benefit from a well-planned curriculum and the expertise of dedicated staff.

The wider curriculum is innovative and a real strength of the school. The personal development curriculum is carefully planned to cover relevant topics for pupils. Pupils felt that recent sessions on the issue of consent had been dealt with sensitively by staff. The school goes to great lengths to promote healthy lifestyles including, for example, providing free weekly hot meals for pupils, parents and the community.

Leaders and governors have an ambitious long-term vision for the school and its local community. All of the decisions they make are guided by what is in the best interests of pupils. Staff share in this vision and are proud to work at the school. They feel well supported and appreciate the training they receive.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established safeguarding culture within the school. Robust systems are in place to identify and support pupils at risk so that pupils are safe in school. Pupils are confident that there are trusted adults they can speak to if they are worried about something. Staff know what to do if they have concerns about a pupil because they receive regular training and guidance. Safeguarding postcards help to keep staff's knowledge up to date. The safeguarding team works together to provide effective support

for pupils. Leaders work relentlessly to ensure that pupils and their families get the support they need from other agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Across the curriculum, pupils are not always able to remember or describe their learning well enough. This lack of knowledge limits their ability to think deeply and explain their ideas clearly. Leaders should ensure that all staff help pupils to recall what they have learned and explain their thinking accurately.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 116473 |
| Local authority | Hampshire |
| Inspection number | 10200497 |
| Type of school | Secondary comprehensive |
| School category | Maintained |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 910 |
| Appropriate authority | The governing body |
| Chair of governing body | Adrian Rowsell and Fred Deeks |
| Headteacher | Chris Anders |
| Website | https://www.pcs.hants.sch.uk |
| Date of previous inspection | 24 and 25 January 2017 |

Information about this school

- The school operates several off-site facilities where pupils receive their education all or part of their time. Nineteen key stage 4 pupils attend Inspired Learning full time. This provision is for pupils who are at risk of permanent exclusion.
- All pupils have lessons at three off-site facilities on a rotation during key stage 3: Park Design and Print, Apex Construction Centre and a smallholding set up on a local farm.
- A small number of pupils attend alternative provision at The Key and Rowhill School, which are run by Hampshire County Council.
- The school has five early career teachers, who follow the Ambition Institute core induction programme.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior leaders. Inspectors also met with a range of teaching and support staff.

- Inspectors evaluated the quality of education by looking in detail at the teaching of English, science and history. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited about the curriculum. In addition, the lead inspector visited lessons in mathematics, geography, art, physical education and personal, social, health and economic development.
- Inspectors met with the special educational needs coordinator and observed a reading intervention session.
- Inspectors evaluated the effectiveness of safeguarding. The school's single central record was reviewed. Inspectors met with the designated safeguarding lead and discussed some case studies of safeguarding referrals.
- The lead inspector met with representatives from the governing body and had a telephone conversation with a local authority officer.
- The lead inspector visited two of the school's off-site facilities: Inspired Learning and the Apex Centre.
- The lead inspector had a telephone conversation with the leader of the local authority alternative provision.
- Inspectors considered the views of members of staff who responded to Ofsted's online staff survey, responses to the Ofsted Parent View survey, and free-text responses. Inspectors met with groups of pupils formally and informally to discuss their views on the school. Inspectors also took account of responses to Ofsted's online pupils' survey.

Inspection team

Mark Bagust, lead inspector

Ofsted Inspector

Sue Bullen

Ofsted Inspector

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